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ENT 442.02: Methods of Teaching English

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BRUCE
ENT 442.01

UNIVERSITY OF MONTANA
The Department of English

Methods of Teaching English
ENT 442
Autumn 2000

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Words make sense out of a world that won't.

One sheet for Trimark Pictures Inc. for the film *Slam* (1998)

We learn language not simply for the sake of learning language; we learn it to make sense of the world around us and to communicate our understandings with others

Language is the most powerful, most readily available tool we have for representing the world to ourselves and ourselves to the world. Language is not only a means of communication, it is a primary instrument of thought, a defining feature of culture, and an unmistakable mark of personal identity. Encouraging and enabling students to learn to use language effectively is certainly one of society's most important tasks

NCTE & IRA, *National Standards for the English/Language Arts* (1996)

There are two essentials for employability, and only two... These two essentials are true literacy, the ability to speak and to hear, to read and to write the English language fluently and with true comprehension and true ability to articulate ideas.

Owen B. Butler, a former chairman of the board of the Proctor & Gamble Co.

We Americans have a sublime faith in education. Faced with any difficult problem of life we set our minds at rest sooner or later by the appeal to the school. We are convinced that education is the one unfailing remedy for every ill to which man is subject, whether it be vice, crime, war, poverty, riches, injustice, racketeering, race hatred, class conflict, or just plain original sin. We even speak glibly and often about the reconstruction of society through the school... [but] our schools, instead of directing the course of change, are themselves driven by the very forces that are transforming the rest of the social order.

George S. Counts; *Dare the School Build a New Social Order?* (1969)

English class ruined every good book I ever read.

Ralph B. Holmes Jr.

Language, be it remember'd, is not an abstract construction of the learn'd, or of dictionary-makers, but is something arising out of the work, needs, ties, joys, affections, tastes, of long generations of humanity, and has its bases broad and low, close to the ground.

Walt Whitman, *Slang in American*

Knowing how to share and construct meaning with peers across racial and cultural boundaries enables all students to appreciate the richness and power of language.

NCTE & IRA, *National Standards for the English/Language Arts* (1996)

looks toward developing a way of understanding the English/language arts that will serve English teachers throughout their careers. The course intends to help you explore and experiment with new ideas, techniques, and possibilities for teaching reading, writing, speaking, listening and viewing while you begin to understand what you see as “basic” in the teaching of language arts, what your central goals are, who your students are, why you are teaching what you are teaching, how you can go about reaching all students, and how you can assess your success, in all these.

Course Objectives

In this course, we will focus on English/language arts pedagogy and curriculum in the context of middle, junior high, and high schools. Students will develop a theoretical articulation of what it means to be an English/language arts teacher. Students will use this articulation as a basis for designing and critiquing curriculum and instruction in the English/language arts with attention to theory and research on writing, reading, speaking, listening and viewing. Students will draw from their own experiences as readers, writers, speakers, listeners and viewers in a learning community dedicated to literacy for all students; however, they will also extend beyond their own experiences to shape views of classrooms that are designed as literacy-rich environments for 5-12 students. In order to accomplish these goals, students will explore methods for teaching the English/language arts individually and in groups.

Our reading, writing, and discussion objectives follow:

To provide beginning teachers with the knowledge and experience with curriculum design and language development in the following:

- Print and non-print media and technology
- Processes by which individuals acquire and develop language
- Various ways in which the curriculum may be structured
- Instructional resources to help students learn
- Ways to design curriculum for students of different ages, abilities, and language backgrounds

To provide beginning teachers with opportunities to practice and develop the following abilities:

- To organize students in cooperative learning groups for a variety of purposes in the classroom
- To guide students in whole class and small group discussions
- To help students use language in various registers—informal to formal
- to help students distinguish between effective and ineffective discourse
- to help students identify and weigh facts, implications, inferences and judgments in spoken, written, and visual texts

To develop in beginning teachers the following attitudes

- A belief that students learn language and increase their power to use language by continuous use
- A willingness to help students as they develop control of language in a wide variety of situations
- A belief that all students are worthy of a teacher’s attention and assistance
- A commitment to continued professional growth

This course is part of the English Teaching major. Students will be expected to develop the skills and dispositions of exemplary professional educators. While we will all craft our own teaching styles, the

basic minimum includes being prepared, punctual, and organized. In addition, you will be expected to work collaboratively to solve problems, take responsibility for your own learning, construct defensible arguments about your choices, and strive to understand your colleagues—especially those who are different from you.

Student Requirements and Evaluation

Textbooks

Required Texts:

Burke, Jim. *The English Teacher's Companion*. Portsmouth, NH: Boynton/Cook, 1999.

Kutz, Eleanor and Hephzibah Roskelly. *An Unquiet Pedagogy: Transforming Practice in the English Classroom*. Portsmouth, NH: Heinemann, 1991.

National Council of Teachers of English and International Reading Association. *Standards for the English Language Arts*. 1996.

Choice Texts—Choose one of each of the following pairs:

Allen, Janet. *It's Never Too Late: Leading Adolescents to Lifelong Literacy*. Portsmouth, NH: Heinemann, 1995.

OR

Barbieri, Maureen. *Sounds from the Heart: Learning to Listen to Girls*. Portsmouth, NH: Heinemann, 1995.

AND

Claggett, Fran. *A Measure of Success: From Assignment to Assessment in English Language Arts*. Portsmouth, NH: Heinemann, 1996.

OR

Strickland, Kathleen and James Strickland. *Reflections on Assessment: Its Purposes, Methods & Effects on Learning*. Portsmouth, NH: Heinemann, 1998.

All the books are available in the University bookstore.

Course Assignments and Evaluation

Preparation and Participation in Daily Assignments

10%

Punctual completion of English teaching and Learning Memoir. Careful reading of assigned material and thoughtful responses to that material. Keeping current with reading and writing assignments. Students are expected to arrive on time and to be prepared to participate in class discussion and learning experiences based on the reading when class starts. Reflective daily assignments or speculative writings in response to readings will be assigned regularly along with the major writing assignments. Peer work and teacher conferences are scheduled regularly. Attendance is mandatory and counts on your final grade. No late papers will be accepted for evaluation.

The standards and criteria that will be used to grade attendance and participation are based on the following:

- One hundred percent attendance [*If unable to attend a class session due to illness or an emergency, you must arrange with another student to get the notes and be able to summarize and analyze the content of the presentation.*]
- Listening carefully, taking notes and asking appropriate questions
- Consideration of community: Avoidance of undue claims of time or attention from others
- Awareness of and appropriate response to the learning dynamics required in class

English Teaching and Learning Memoir
Due September 11

ungraded

For this first assignment, you will write your own memoir of English teaching and learning—an autobiographical account of your experiences and “English education” (reading, writing, speaking, listening, viewing) spanning early, middle, and later stages. I ask that you select a significant memory of a time when you used English or English was used on you, offer some analysis about what your history says about your experience with English teaching and learning, and draw some conclusions from your autobiographical reflections about the best ways to teach English. In order to do this assignment, think back to your memories of learning to read and write, speak, listen, view—the “lessons” and experiences both in and out of school you learned about “English.” Some lessons may be positive, others painful. Whatever their effect, they all contributed to your development as a prospective English teacher—as a sophisticated reader, writer, speaker, listener, viewer of the English language. Knowing more about yourself as an English user is a foundation experience for learning about English curriculum and pedagogy in the secondary schools this semester.

For this assignment, you will write a memoir in which you describe the experiences that have had the most significant influence on you as user of English. Analyze the experiences to illustrate the influence they have had on your perceptions about yourself as a user of English. In the conclusion of the paper, draw some generalizations about what these experiences tell about what you believe may be the best way to teach the English language arts in your classroom.

The paper should be no more than 5 pages in length (double-spaced and typed is best; handwritten is OK, if legible).

Reflections on Teaching Literacy to Young Adults-Choice Book responses 10%
First Choice Book: *Sounds from the Heart* OR *It's Never Too Late*
Due September 18-27;
Second Choice Book: *A Measure of Success* OR *Reflections on Assessment*
Due: October 23-27

You have the opportunity twice in the course to read an extended discussion of issues related to English language arts teaching and learning. This first pair of books should provide an ethnographic discussion of issues related to adolescents and learning in English classrooms. You will read the book on your own, discuss it with other readers and plan and execute a teaching demonstration in which you effectively teach your classmates the relevant points made in the book. You should keep in mind Burke’s principles of effective teaching in English classrooms when planning your presentations. Additional suggestions will be given in class. Each group will have 40 minutes to present their book and 10 minutes for self-reflection and debriefing. Following the group teaching experience, each individual should write an informal (1-2 page)

reflective response to the book and the team teaching experience and turn it in the following class period. Evaluation criteria will be distributed in class.

Survey of Professional Journals
Due October 2

10%

As you enter the field of English education, I would like to introduce you to the important professional journals that will be excellent resources both this year and throughout your career. Selected journals will be distributed in class. After reviewing the titles and targeted school levels, please select four journals (one in writing, one in literature, one in reading, one in language) and do the following two-part assignment:

Part One

For this assignment, you will select a recent copy of each of three professional journals and browse through them. Recent copies can be found on the shelves in the periodical room at the library. Survey to discover:

- The different features in the journals—e.g. types of articles, book reviews, conference announcements, columns
- The professional roles of the authors—Researchers? Teachers? Professors? Curriculum Specialists?
- The nature of the articles—theoretical discussions? Theory-driven practices? Practical classroom ideas and tips? Personal reflections? Descriptions of classrooms? Case studies? Teacher/classroom-based research?

Write a three- to four-paragraph reflective piece about your discoveries. Include, for example, any surprises, questions, thoughts about how some of the features or themes may be of help to you in the following months, years, decades.

Part Two

Select two articles of interest from two of your journals. Read the articles and write a two-paragraph response to each. Include in the response:

- Title of article, author, year, volume number, page, publisher (professional organization)
- A brief summary of the article
- Aspects of the article that held interest or importance for you.
- Any questions about, or personal reflections on, the article

Teaching Speaking and Listening—The Verbal Curriculum: A Lesson Plan
Due October 6-9

10%

First review Chapter 5 in *An Unquiet Pedagogy* and read Chapter 8 in Burke's *The English Teacher's Companion*. For this assignment, you are an English language arts teacher who values speaking and listening skills. Read the NCTE/IRA *Standards for English Language Arts* and the *Montana Standards for Speaking and Listening* and know that oral language is an essential aspect of your curriculum. Select a specific listening and/or speaking skill you would teach in one to two class periods to students at a particular grade level. Then design a one-to two day lesson plan to teach that skill. You will teach 5 minutes of this lesson plan to classmates. Plan to incorporate effective instructional strategies, which you have learned throughout the course that will enhance

students' opportunities for learning. The lesson should follow the generally accepted format of (more information will be handed out in class):

- Background and Overview/Goal
- Rationale
- Content to Be Taught
- Objectives
- Materials Needed
- Instructional Activities—step by step scripted directions for the teacher to follow
- Class organization (individual, small group, whole class, collaborative learning, etc.)
- Methods for Assessment and Evaluation

The lesson should reflect in-depth comprehension of the major concepts presented in class. Effective teaching strategies should be described in the Instructional Activities portion of the lesson. Think about ways you might incorporate technology strategies. Assessment issues will be addressed in class. Additional evaluation criteria will be discussed in class.

Public Literacy: What Adolescents are Learning
Observation, Analysis and Lesson Plan
Due October 9-October 18

15%

For this assignment, you will read two articles: "No more Secrets—Kunderculture, Information Saturation, and the Postmodern Childhood" by Shirley R. Steinberg and Joe L. Kincheloe and "Public Literacy: Puzzlements of a High School Watcher." Once you have read the articles, you will observe, in a ninety-minute session at Southgate Mall, in four hours of children's television, and in two hours of prime time television aimed at adolescents (e.g. Dawson's Creek; Felicity; Buffy, the Vampire Slayer; Boy Meets World; reruns of Party of Five and Beverly Hills, 90210), the nature and venues of market literacy. You will then consider what this literacy may be teaching children. Using your observation notes, write an analysis of what children are learning in public forums.

In light of your analysis, you will then design a reading, writing, speaking, listening or viewing (or integrate all) lesson plan in which the instructional purposes are both to bring to students' conscious attention the subtle, yet seductive, ways they are taught public literacy and to think critically about these aspects of their public education. The lesson should entail 3-5 days worth of activities. You will first need to determine a concept or topic that you wish to teach. You will need to identify the audience for the intended lesson and the ideal (and actual) time frame. Plan to incorporate effective instructional strategies, which you have learned throughout the course that will enhance students' opportunities for learning. The lesson should follow the generally accepted format of:

- Background and Overview/Goal
- Rationale
- Content to Be Taught
- Objectives
- Materials Needed
- Instructional Activities—step by step scripted directions for the teacher to follow; indicate times in 5 minute increments
- Class organization (individual, small group, whole class, collaborative learning, etc.)

- Methods for Assessment and Evaluation

The lesson should reflect in-depth comprehension of the major concepts presented in the class. Effective teaching strategies should be described in the Instructional Activities portion of the lesson. Think about ways you might incorporate technology strategies. Assessment issues will be addressed in class. Additional evaluation criteria will be discussed in class.

Graffiti, Hip-hop, Pokémon, Harry Potter, The X Games, Pulp Fiction, WWF, Bart Simpson, Mario and Zelda, *Seventeen* and *YM*—Reconceptualizing the Literacies in Adolescents Lives 20%
Due November 15-20

For this assignment, you will prepare a unit plan, which pairs activities that explore popular culture with a study of the “classics.” Your unit should include an overview of the themes and objectives to be accomplished with one example lesson plan spelled out. You might take one of three approaches to this assignment: historical, genre, and thematic. Taking such apparently “literary” modes of organization, popular culture can be meshed more easily with traditional study.

The Historical Approach: [see Tchudi and Tchudi pp. 114-115] Each epoch has its own popular culture. Historical approaches give students the opportunity to look at popular culture of earlier eras and compare it to their own. By studying the popular culture of earlier eras, students can learn about the values, interests, and fads of those times and analyze and discuss how they compare with contemporary popular culture. Examples of possible activities will be handed out in class.

The Genre Approach: [see Tchudi and Tchudi pp. 116-117] Popular culture clearly follows trends and formulas. One successful television show spawns a dozen like it; a best-selling novel is followed by myriad imitations; popular futuristic, fantasy, and action thrillers are followed by sequels and clones. As students look for the common elements that make up a formula, they are engaging in critical, analytical thinking that aids them as both students and consumers. The critical eye students use can be applied to traditional literature study, as well as being used to heighten students’ awareness of the culture in which they live. Examples of possible activities will be handed out in class.

The Thematic Approach: [see Tchudi and Tchudi pp. 117-118] The thematic approach asks students to look at ideas and issues over time and across space, to make connections, and to be analytical about what they see. Nowhere is this kind of analytical approach more important than with popular culture. Because popular culture is so close to our day-to-day experience, we seldom stop to examine it. Students develop the habit of watching certain television shows, films, and cartoons; playing video games; listening to music; seeing zillions of advertisements’ taking in gazillions of images without stopping to explore what those images say about America’s values, priorities, and position in the world. Helping students use language to explore the world in which they live is a central responsibility of the English classroom. Examples of possible activities will be handed out in class.

Weaving in the Classics: [see Tchudi and Tchudi pp. 111-127] What is a classic anyway? When we think about a classic car, a classic style in clothing, a classic piece of music (as opposed to a *classical* piece), a classic movie, or a classic comic book, we think of the old standards, the ideas,

artistic creations, and material objects that have stuck around, the ones that have staying power. Classic literature is literature that has staying power, literature that continues to arouse emotion, provoke thinking, and address important ideas. Yet many of the standard classics of world literature seem to leave young people cold. In particular, there seems to be a conflict at the secondary level between the great books many *hope* students will read and the books they actually *will* read. Many of the promoters of core curricula and standard reading lists regard this lack of interest among young people as representing some sort of decay in education and in the minds of young people. There is a far easier explanation. The language, values, mores, and manners of many classics are often confusing to and remote from the lives of young people. Understanding classic literature comes relatively late to most young people, and their engagement often occurs when they have chosen a book out of a particular interest. Early pressure to read books that are too difficult often destroys students' interest in reading and the possibility they will *ever* read the classics.

The heart of teaching the classics is getting students to enter into new worlds and to see the relationships between the ideas, characters, and events of those new worlds and those in their own world: to somehow connect to the world of the literature they read. What we must do is help students perform on literature, entering the world of the texts, linking them with their own ideas and experiences, and forging interpretations and responses to what they read. Examples of possible activities will be handed out in class.

The Language of the Home and the Language of the School:
Instructional Unit on Teaching Language
Due December 6-15

20%

Traditionally, English teachers have been charged by society to help those whose language deviates from the norm to standardize it. We should teach all students standard English because ignorance of what Lisa Delpit (*Other People's Children*, 1991) calls the "power code" nullifies otherwise bright and vibrant lives. On the other hand, those who too readily embrace standard English run the risk of forsaking their culture and the dialect that ties them to that culture. Although students should be able to revel in the language play that can be the delight of one's life, such play frequently lays traps for unwary speakers. Most important, students should understand the beauty and power inherent in a deep grasp of standard English; but, they should also find the opportunities to express the beauty and power of their personal dialects.

For students to learn and to accept standard English, they need to be invited into the academic conversations about the social and political issues inherent in language—that unless learners have clear understandings of the import of code switching, for example, they will make ill-informed decisions regarding the impact of language on their lives. Therefore, creating a classroom where critical inquiry is the foundation presents one pedagogy of possibility wherein students and teacher can delve into the nature of the mainstream culture while coming to some greater understanding of the diverse cultures present in the room. Furthermore, if student agency is to be respected then, such classrooms need to be sites where multiple perspectives become the fabric on which the curriculum is designed. This assignment allows you to sketch out a research and practice agenda that would support the proliferation of classrooms where students and teachers across cultures investigate language issues as a means for mutual meaning making and problem posing about the role and impact of language on our lives.

English Teaching Manifesto: A final exam

5%

Outline of Content and Schedule of Course Work:

Part One: Language, Thought, and Culture

September 4: Labor Day No classes held

September 6: 1:10-2:00 Course Introduction

Readings Assigned for September 8: Read Preface and Chs. 1-2 of Kutz and Roskelly *An Unquiet Pedagogy*.

September 8: 1:10-2:00 Language, Thought and Culture

Public school classrooms are fairly predictable places. Desks are crowded into rows and the students who sit in them for 50 minutes at a time are generally uninterested and quiet. Teachers do most of the talking and call on the handful or so of students who raise their hand to respond to the teachers' questions. Occasionally, the teacher will call on someone who seems distracted or daydreaming to bring them to attention; however, discomfort and tension result. Better to leave well enough alone and call only on the students who raise their hands to respond.

Today we will look at the connections among language, thought and culture. We will imagine the beginnings of an "unquiet pedagogy." The members of the class will begin to practice learning in an unquiet classroom—where active learning, discussion, and inquiry are valued.

Activities: Small group work—Come up with five generalizations or "a ha's!" from your reading (Ch. 1-2 in Kutz and Roskelly). Write on the board and share. Discuss. Hand out articles and cartoons about language and culture. What do the articles and cartoons suggest about language use? How might you use this information to develop a language lesson that relies on journaling and inquiry?

Readings Assigned for September 11: Read Ch. 3 of Kutz and Roskelly *An Unquiet Pedagogy*. Read the articles and cartoon passed out in class that address language use in context.

Due September 11: English Teaching and Learning Memoir

September 11: 1:10-2:00 Home and School: Re-membering English—Ideology in the Making

Language is inextricably bound up with learning; learners develop thought and language as they revise and expand what they already know. Students don't sit in the classroom as empty vessels and because they don't learn by having facts poured into them, we can't get them actively involved in the making of new understandings without discovering and building upon what's already understood. What's already understood includes both what students know and the ways they come to know it. And it includes, as well, the language in which that knowledge and those ways are represented. Teachers recognize that the language students use in the home and with their peers may be quite different from what's expected in the context of the classroom. But most schools have regarded "home" language and anything else that students carry with them—cultural differences, individual learning styles—primarily as a liability to their learning, something

to be dismissed or erased before school learning can take place. Schools are accustomed to seeing what students do bring with them “from the outside”—stories, ideas, beliefs—as excess baggage rather than chests full of tools to aid their learning.

Today, we will spend the first ten minutes of class freewriting and discussing the connections among language, thought and culture raised by the articles and cartoon that you read for today. We will generate questions about the connections between home and school to which we will return throughout the course. We will then examine our own “home” assumptions about English language arts teaching in light of our personal experiences with English teaching and learning. We will share and discuss our English Teaching and Learning Memoirs. We will also begin to think about developing definitions of transformative pedagogy in the English classroom. The purpose is to build upon the knowledge, ideas, beliefs and experiences you have had in English classrooms and to make visible personal ideologies that undergird your held and developing notions about English teaching and learning.

Share and Collect English Teaching and Learning Memoir. Small group sharing. What patterns or trends emerge?

Introduce: First Choice book reading—*Sounds from the Heart* and *It's Never Too Late* Due September 18

Readings Assigned for September 13: Ch. 4 of Kutz and Roskelly; first choice book due September 18th

September 13 1:10-2:00

Cultural Literacy and Multicultural Education

English teaching is inherently political because its ultimate aim—literacy—is inherently political. As a result it is necessary to ask what kind of English teaching and learning we want to support: English teaching and learning to serve which purposes and on behalf of whose interests. Since the teaching of reading and writing can never be innocent English language arts teachers must choose pedagogical methods with care, mindful of the theoretical assumptions with which those methods are informed. As future teachers, it seems important that you question a series of popular assumptions about literacy and English teaching and learning that continue to go unrecognized and unquestioned at our students' peril: that English language arts teaching and learning take both its characteristics and its significance solely from its contributions to the economic and political well-being of the state; that English language arts standards can be mandated; that English teaching and learning is simply and neutrally defined as the learning to read, write, speak, and listen “correctly” or “conventionally” unaffected by issues of, for example, gender, race, and class; and that “proficiency” in the English language arts will be acquired outside the contexts of compelling personal and social purposes. Probing such assumptions leads to the sobering realization of how inextricably embedded the learning and teaching of English is in culture, how context-dependent is its realization. Thus, to be unproficient in the English language arts in a hyper-literate society is to live as an oppressed stranger in an overwhelming world. On the other hand, to achieve proficiency in the English language arts—to achieve cultural literacy, as it has been defined by E. D. Hirsch and others, is to live in passive comfort as a tourist in an alien world. In both roles the proficient user of the English language arts is constructed by an external agency that has its own reproduction as a primary goal. Such a situation has led Andrew Sledd and others to call for “dysfunctional” literacy, a subversive form of knowing and being that interrogates social meanings, instead of accommodating to them.

Today we will examine these issues by discussing Ch. 4 of Kutz and Roskelly's notions about cultural literacy and multicultural education as a way to begin formulating questions about the ideological and political nature of English teaching. We will look at the ways in which the class, race, ethnicity, age, physical ability, gender, and sexuality identifications of the learner enter into the challenges posed for English teaching and learning. Our discussion is intended to inform your developing positions on English teaching and learning and to influence conversations about literacy that you engage in with peers, with teachers in the school, and with the "public" at large. As Donaldo Macedo suggests, there is no one enemy of full literacy—not the schools, not poverty, not the government. Indeed, perhaps the most threatening enemy of all is what James Moffett has called "agnosis": not wanting to know, the fear of knowing. Agnosis functions on all levels on behalf of hegemonic interests—in government, in the media, on school boards, and, not least of all, in our own minds. It is not wanting to know that sustains our sense of who we are by protecting us from the knowledge both of who we are not—of who the other is—and of what we may, with more courage, become. It is the fear of knowing that leads us to embrace simplistic solutions to complex literacy problems. It is the fear of knowing that we struggle not only as future teachers and students of literacy but as human beings committed to self-transcendence and social change. Kutz and Roskelly help us to resist agnosis and actively try to identify creative pedagogical methods from positions at the intersection of the personal and the social.

Small and large group discussions. Informal writing and response.

Readings Assigned for September 15: Read "Slam" by Bruce and Davis; First choice book due September 18th.

September 15 1:10-2:00

Slam: Hip-hop Meets Poetry—A Strategy for Violence Intervention in the English Classroom

Demonstration lesson as touchstone for bridging home and school in a multicultural setting. Today I will demonstrate a poetry slam experience, an example of the kind of teaching and learning that Kutz and Roskelly are promoting. We will read, write, speak, listen and view; examine language of home and language of school through a poetry reading and writing activity.

Small and large group discussions. Informal writing.

Readings Assigned for September 18: First Choice Book Reading Due. Prepare for discussion.

September 18 1:10-2:00

Literature Choices: A Model for Best Practice Book Discussion

Class time will be devoted to group discussions of choice books for the purpose of understanding the main points of the book and comparing notes with other readers. You will be asked to consider a range of topics and questions during the course of your discussion.

Readings Assigned for September 20: Read Ch 1 and 2 in Burke *The English Teacher's Companion* in order to prepare for group planning of choice book presentation. Read Ch. 3 to put everything in perspective.

September 20 1:10-2:00

Literature Choices: A Model for Best Practice
Group Planning

Readings Assigned for September 22: Read Chapter 7 in Kutz and Roskelly *An Unquiet Pedagogy*.

September 22 1:10-2:00

Literature Choices: A Model for Best Practice
Presentations (1)/Debriefing

Readings Assigned for September 25: Read Chapter 4 in Burke *The English Teacher's Companion*.

Assignment Due September 25: Group 1: Reader's log and response paper for choice book reading.

September 25 1:10-2:00

Literature Choices: A Model for Best Practice
Presentations (1)/Debriefing

Assign: Survey of Professional Journals Due October 2

Readings Assigned for September 27: Read pp. 117-154 (intro to unit 2 and Ch. 5) of Kutz and Roskelly *An Unquiet Pedagogy*. Read Chapters 5 & 6 in Burke *The English Teacher's Companion*.

Assignment Due September 27: Group 2: Reader's log and response paper for choice book reading

September 27 1:10-2:00

Language and Literacy

As we have seen, the notion of English language arts literacy, as knowledge and skill taught and learned in school, is not separable from the concrete circumstances of its uses inside and outside school, nor is it easily separable from the situation of its acquisition in the school as a social form and as a way of life. Today we will be exploring English teaching's legacy of grammar instruction. We will look at schools' focus on grammar instruction and teachers' worry about grammar as error instruction because of commonly held beliefs about how grammar is connected to writing and literacy. Despite the evidence of theorists and teachers, and the even more imposing evidence of personal experience and memory, there remains a real disjunction between what schools teach about language and how language really works. If teachers and students know intuitively that teaching grammar as error correction doesn't work to eliminate error, they also know intuitively the powerful traditions of school culture. Learners acquire most important linguistic knowledge unconsciously in an environment that provides literacy-rich data. Teachers can best facilitate the acquisition of new forms and uses of language by creating a language-rich classroom where students engage in real acts of communication. It's through engaging in interesting and demanding reading and writing and speaking activities that students focus on language in its contexts and reinforce and extend their linguistic knowledge. Today we will examine specific teaching strategies for teaching language in context and promoting the literate development of students through speech, writing and literature.

Readings Assigned for September 29: Read Chapters 1-3 of IRA & NCTE's *Standards for the English Language Arts*; Read Montana Standards for Reading, Writing, Speaking and Listening, and Media Literacy;

Assignment Due October 2: Survey of Professional Journals

September 29 1:10-2:00:

Standards and Cultural Politics

We have learned that literacy is a form of cultural politics. In such an analysis, literacy becomes a meaningful construct to the degree that it is viewed as a set of practices that functions to either empower or disempower people. In the larger sense, literacy is analyzed according to whether it serves to reproduce existing social formation or serves as a set of cultural practices that promotes democratic and emancipatory change. The IRA & NCTE standards call for a concept of literacy that transcends its etymological content. That is, our professional organizations suggest that literacy cannot be reduced to the treatment of letters and words as purely mechanical domain; we need to go beyond this rigid comprehension of literacy and begin to view it as the relationship of learners to the world, mediated by the transforming practice of this world taking place in the very general milieu in which learners travel.

It is up to you within the confines of your English/language arts teaching in secondary schools to determine what larger relationship you wish to help your students construct with the world—to know for certain in what type of world you want your students to travel—and to teach in such a way that leads them to the “first (of many) steps in a journey of a thousand miles” toward that world. Today we will muse over ways to build a bridge between theory and practice so that we might travel freely with our students between those worlds. As always, we will do some writing and some group work. Come prepared to articulate the most interesting or surprising things you noticed as you read for today.

Readings Assigned for October 2: Read Ch. 8 in Burke *The English Teachers Companion*

Assignment Due October 2: Survey of Professional Journals

Part Two: Language and Literacy: Speaking, Listening, Thinking and Viewing

October 2 1:10-2:00:

Speaking and Listening in the English Language Arts Classroom

Introduce A Speaking/Listening Lesson

We will look at ways to help students engage in the verbal curriculum. Speaking well, whether to an individual or a group, is essential to our social and professional success. After all, we speak much more than we will ever write. Students must learn how to speak successfully for job interviews, to communicate effectively in the workplace as well as within their relationships. If for no other reason than the sense of achievement it affords them, students need to learn and practice how to speak—and listen—in public. Additionally, we will look at ways teachers can be responsive to the differences in their classrooms and can make the best of adolescent talk while maintaining high standards for content literacy and learning. We will examine some of the key linguistic, cultural, and academic differences between mainstream and non-mainstream students as an important first step in understanding differences in classrooms. We will also discuss ways that you can respond to classroom diversity (1) by scaffolding instruction so that students become aware of and competent with learning strategies, and (2) by creating environments that encourage talking and working together in the classroom.

Readings Assigned for October 4: Read Ch. 9 in Burke *The English Teachers Companion* and Ch. 8 in Kutz and Roskelly *An Unquiet Pedagogy*.

Assignment Due October 6: Be prepared to teach 5 minutes of a speaking/listening lesson on October 6.

October 4 1:10-2:00: Thinking and Imagining in the English Language Arts Classroom

Students should walk out of English class each day able to say they had to think and imagine. Whether it is about the structure of a poem or the function of language, the amazing complexity of American society or the complicated nature of the human mind, students should be thinking, making connections, building knowledge, using their imaginations. Imagination is the force that allows students to make knowledge out of experience. Today we will examine some strategies for promoting thinking and imagining in the English Language Arts Class. Come prepared to step out of your comfort zone.

Demonstration Lesson: Drawing, talking and walking.

Assignment Due October 6: Be prepared to teach 5 minutes of a speaking/listening lesson on October 6. Written lesson plan and self-reflection due October 9.

October 6 1:10-2:00: Speaking, Listening, Thinking and Imagining: Five Minute MicroTeaching Demonstrations

You will teach 5 minutes of a one-two day speaking/listening lesson plan to classmates. Plan to incorporate effective instructional strategies, which you have learned throughout the course that will enhance students' opportunities for learning and challenge thinking and the imagination. Be sure your lesson plan brings closure to the listening/speaking activity by asking students to summarize/reflect upon what they've learned in relation to the learning objectives.

After you teach 5 minutes of your lesson, write a self-evaluation in which you discuss 1) what went well, 2) what surprised you, 3) what you might do differently, and 4) what you've learned about teaching listening and speaking skills *and* teaching in general. The self evaluation is due one class period after you teach.

Readings Assigned for October 9: Read Ted Sizer, "Public Literacy: Puzzlements of a High School Watcher."

Assignment Due October 9: Written speaking/listening self-reflection due.

Part Three: Public Literacy—What Adolescents are Learning

October 9 1:10-2:00: Public Literacy: What Adolescents are Learning

Shirley Brice Heath writes that schooling should provide such a range of ways of seeing, knowing, thinking, and being that it will be equally challenging to all students and teachers to imagine other possibilities, take risks with learning, and transcend the boundaries of the immediacy of personal experience. We will begin a unit on public literacy by examining evidence of the presence of public literacy from three sources (*New York Times* article, JEEP advertisement, and *New Yorker* cartoon) in class. We will read the articles "No more Secrets—Kinderculture, Information Saturation, and the Postmodern Childhood" by Shirley R. Steinberg and Joe L. Kincheloe and "Public Literacy: Puzzlements of a High School Watcher" and define the writers' key concerns and their views of the major aspects of the power of market literacy:

Today I will introduce reading the culture as text, an observation, reading and writing assignment.

Readings Assigned for October 11: Read Steinberg and Kincheloe "No more Secrets—Kinderculture, Information Saturation, and the Postmodern Childhood"

Assignment Due: Public Literacy Observation and Analysis due October 13

October 11 1:10-2:00: Public Literacy: Examining Data from Experience—A Prewriting activity

You will be observing the symbols, locations, and market/child interactions at Southgate Mall (at least 90 minutes) and in four hours of children's television, and in two hours of prime time television aimed at adolescents (e.g. Dawson's Creek, Felicity, Malcolm in the Middle, Buffy the Vampire Slayer, reruns of Party of Five and Beverly Hills, 90210). We will discuss in class any evidence of your hypothesized concerns about what the market teaches. Of course, we will also discuss disconfirmations or any evidence that creates new categories of interest. See the assignment sheet for additional directions. We will especially be interested in sharing your tentative conclusions about your observations of public literacy and what it teaches. Considering the points made by Steinberg & Kincheloe and Sizer, use your observation notes to write an analysis of what children are learning in public forums. Your analysis should be approximately 3-5 pages long. Additional information for writing an analysis will be provided in class (See the Allyn and Bacon Handbook).

Reading Assigned for October 13-18: Read Ch. 6 in Kutz and Roskelly, *An Unquiet Pedagogy* and Chapter 7 in Burke *The English Teacher's Companion*.

Assignment Due: Public Literacy Observation and Analysis due October 13

October 13 1:10-2:00 Writing a Cultural Analysis: Discussion and Planning for Teaching

In light of your analysis, you will begin to design a reading, writing, speaking, listening or viewing (or integrate all) lesson plan in which the instructional purposes are both to bring to students' conscious attention the subtle, yet seductive, ways they are taught public literacy and to think critically about these aspects of their public education. You will first need to determine a concept or topic that you wish to teach. You will need to identify the audience for the intended lesson and the ideal (and actual) time frame. Plan to incorporate effective instructional strategies, which you have learned throughout the course that will enhance students' opportunities for learning. In class today, we will discuss your analyses and brainstorm all the possible effective and appropriate instructional responses you might consider in your lesson planning.

Reading Assigned for October 13-18: Read Ch. 6 in Kutz and Roskelly, *An Unquiet Pedagogy* and Chapter 7 in Burke *The English Teacher's Companion*.

Assignment for October 16: Prepare a 5 minute teaching/poster session lesson that will give you an opportunity to teach a part of your public literacy lesson and provide the class with an overview of the lesson. This should be comprehensive, informative and brief. You might give a brief introduction and then have the class engage in a very short "anticipatory set" or "hook" that would draw us into the lesson you have designed. The purpose of this activity is to give you

a chance to try out the lesson you are developing and to work on effective teaching strategies that would engage students right at the start of your lesson.

**October 16 1:10-2:00: Public Literacy Poster and Microteaching Session
Demonstration Lessons**

Today you will teach 5 minutes of your lesson. Following all the presentations, everyone will write a self-evaluation in which you discuss 1) what went well, 2) what surprised you, 3) what you might do differently, and 4) what you've learned about public literacy *and* teaching in general. You will take the self evaluation with you in order to help you finalize your public literacy lesson plan. A final version of this should be handed in with your Public Literacy Lesson Plan.

Reading Assigned for October 13-18: Read Ch. 6 in Kutz and Roskelly, *An Unquiet Pedagogy* and Chapter 7 in Burke *The English Teacher's Companion*.

Assignment Due October 18: Public Literacy Lesson Plan and Self Reflection Due

Part Three: Teaching Writing—Teaching Composing

October 18 1:10-2:00: Teaching Writing: Teaching Composing

Today we will look at the heart of the English class: writing. We will discuss what Kutz and Roskelly and Burke have to say about teaching writing, teaching composing within the context of the writing we are doing in this class. We will look at integrating all the language arts and reaffirm the ubiquitous need for writing, writing, writing in the English classroom. Even though we are spending a great deal of time in this class on language learning in context, it is essential to understand that written language and the teaching of written language is one of our primary concerns when teaching English.

We will examine commonly accepted approaches to teaching writing and the components of an effective writing program.

Assignment Due: Public Literacy Lesson Plan and Self Reflection

Reading Assigned for October 23: Second Choice Book *A Measure of Success* OR *Reflections on Assessment*.

October 20 1:10-2:00: No Class MEA-MFT meetings in Billings

Readings Assigned for October 23: Read Second Choice Book: *A Measure of Success* OR *Reflections on Assessment*.

**October 23 1:10-2:00: Literature Choices: A Model for Best Practice
Book Discussion**

Class time will be devoted to group discussions of choice books for the purpose of understanding the main points of the book and comparing notes with other readers. You will be asked to consider a range of topics and questions during the course of your discussion.

Readings Assigned for October 25-30: Read pp. 47-77 in IRA & NCTE *Standards for the English Language Arts*; Chapters 10-11 in Kutz and Roskelly *An Unquiet Pedagogy*.

October 25 1:10-2:00

Literature Choices: A Model for Best Practice
Group Planning

Readings Assigned for October 25-30: Read pp. 47-77 in IRA & NCTE *Standards for the English Language Arts*; Chapters 10-11 in Kutz and Roskelly *An Unquiet Pedagogy*.

October 27 1:10-2:00

Literature Choices: A Model for Best Practice
Presentations (1)/Debriefing

Readings Assigned for October 25-30: Read pp. 47-77 in IRA & NCTE *Standards for the English Language Arts*

Assignment Due October 30: Group 1--Reader's log and response paper for choice book reading.

October 30 1:10-2:00

Literature Choices: A Model for Best Practice
Presentations (1)/Debriefing

Readings Assigned for November 1: Read Ch. 10-11 in Burke *The English Teacher's Companion*.

Assignment Due November 1: Group 2-- Reader's log and response paper for choice book reading

Part Four: Popular Culture and Language Learning

November 1 1:10-2:00:

Graffiti, Hip-hop, Pokémon, Harry Potter, The X Games, Pulp Fiction, WWF, Bart Simpson, Mario and Zelda, *Seventeen* and *YM*—Reconceptualizing the Literacies in Adolescents Lives

As we discovered during our public literacy activities, our students are experts in the nuances of popular culture. The world of popular culture includes actors, playwrights, film writers, cartoon characters, literary characters, rock musicians, jazz musicians, blues musicians, gangsta rappers, politicians, gangsters, consumer products, games and toys, visual artists, athletes, poets, heroes, and more. The study of these provides us with important clues about our students' beliefs, values, traditions, and identities. More importantly, examining what seems "natural" to students develops their critical awareness and opens their eyes to ideas, messages, and perceptions that they have taken at face value. Popular culture should be integrated into nearly any discussion of literature and language in your classroom. Since popular culture is such an extensive and ubiquitous aspect of students' lives, it is crucial in students' language and thinking development to turn an analytical eye to it. Today, we will introduce a unit for integrating a study of popular culture with language learning and teaching the classics.

Readings assigned for November 6-8: Read Chs. 16-18 in Burke *The English Teacher's Companion*

Assignment Due November 20: Popular Culture Unit Plan

November 3 1:10-2:00:

No Class
American Educational Studies Association
Conference, Vancouver, B.C.

November 6 1:10-2:00:

Culture, Gender, Race, and Language

Today's schools are home to an increasing number of children whose attitudes toward women and people of color are sometimes complicated by biases that cannot be easily dismissed. Books thrown into the middle of this mix often—and should—stir things up, particularly if the teacher chooses books that open up a conversation about borders—between genders, cultures, generations, races, and so on. Gender and race discussions demand attention in the English curriculum and these discussions most consistently divide the class according to conversational styles, cultural assumptions, and personal misinterpretations. Which, in the end, is precisely why it is so important for English teachers to address issues of gender, race, and ethnicity in the classroom: our whole curriculum is about communicating effectively with a variety of audiences, considering our audience when writing or discussing, listening to what others (classmates, fictional characters, writers) have to say to us. It becomes our daily responsibility—and ongoing challenge—to confront these biases within the classroom and the texts we use. If we do not, we potentially undermine our students' chances to succeed. These discussions are, at heart, about power: what it is, who gets it, how you get it, and how it works.

Today we will examine the many ways that popular culture commodifies gender, race and language. We will further examine strategies for getting students to think critically about their tacit assumptions about themselves and others. We will discuss the scenarios Burke provides and think analytically about the responses we might make in similar situations. This is an important discussion and we will continue with it during the next class.

Readings assigned for November 6-8: Read Chs. 16-18 in Burke *The English Teacher's Companion*

Assignment Due November 20: Popular Culture Unit Plan

November 8 10:10-11:00:

Culture, Gender, Race, and Language

We will continue our discussion from the previous class.

Readings assigned for November 13: Read Chapter 19 in Burke *The English Teacher's Companion*

Assignment Due November 20: Popular Culture Unit Plan

November 10 10:10-11:00:

Veteran's Day Holiday

No Classes Held

November 13 10:10-11:00:

Ethics and Popular Culture

Simultaneously with all the technological advances that promote the kind of advanced literacy learning illustrated for us in Burke's description of his neighbor Gary's day, popular culture is struggling to find its moral bearings. Many parents, for a number of reasons—through divorce, longer hours of work, or their own personal troubles with drugs, depression, or life in general—have lost their place in many children's lives and do not offer the moral guidance that might help our students find their bearings. Popular culture conveys an uninterrupted stream of morally bankrupt images that glorify the use of drugs and alcohol, celebrate physical violence and gratuitous sex, and give viewers and consumers the general idea that it is OK to be rude to anyone, especially those older than you. Technology has forced upon us an unprecedented range of ethical problems—cheating, stealing, and emotional abuse (through “flaming” or Web sites created to humiliate specific students.

Our students tend to turn to their peers for guidance in the absence of other, more knowledgeable “teachers.” For these reasons and others, the English teacher becomes a place to contemplate morality. Today we will examine some of these issues and discuss how ethics might have a place in English teaching and integrated into your popular culture units.

Assignment for November 15: Prepare a 5 minute teaching/poster session lesson that will give you an opportunity to teach a part of your public literacy lesson and provide the class with an overview of the lesson. This should be comprehensive, informative and brief. You might give a brief introduction and then have the class engage in a very short “anticipatory set” or “hook” that would draw us into the lesson you have designed. The purpose of this activity is to give you a chance to try out the lesson you are developing and to work on effective teaching strategies that would engage students right at the start of your lesson.

Readings Assigned for November 15-27: Read Chs. 12, 13, 14 and 15 in Burke *The English Teacher's Companion*

Assignment Due November 20: Popular Culture Unit Plan

November 15 1:10-2:00: Popular Culture Poster and Microteaching Session Demonstration Lessons

Today you will teach 5 minutes of your unit. Select part of a lesson. Following all the presentations, everyone will write a self-evaluation in which you discuss 1) what went well, 2) what surprised you, 3) what you might do differently, and 4) what you've learned about public literacy and teaching in general. You will take the self evaluation with you in order to help you finalize your Popular Culture Unit Plan. A final version of this should be handed in with your Popular Culture Unit Plan.

Readings Assigned for November 15-27: Read Chs. 12, 13, 14 and 15 in Burke *The English Teacher's Companion*

Assignment Due November 20: Popular Culture Unit Plan

November 17 No Class NCTE Convention Milwaukee, Wisconsin

November 20 1:10-2:00 Popular Culture Unit Plan and NCTE Debriefing Session

Today we will debrief our experiences writing the Popular Culture Unit Plan and I will share the highlights of my trip to the annual convention of the National Council of Teachers of English. I will also read you a poem: Thanksgiving Pies.

Assignment Due: Popular Culture Lesson Plan

Readings Assigned for November 15-27: Read Chs. 12, 13, 14 and 15 in Burke *The English Teacher's Companion*

November 22-26: No Class Thanksgiving Vacation

Reading Assigned for November 27-December 1: Read Kutz and Roskelly Unit 3

Part Five: The Language of Home and Language of School—Developing Integrated Instructional Units

November 27 10:10-11:00: Theory Into Practice

We have spent a great deal of time developing lessons and units that put theory into practice. We will now revisit integrated theoretical and practical approaches to English classroom instruction. As we have investigated throughout the course, as soon as teachers try to understand the learning of real students—of individual readers and writers—they discover that theory and research help them to make sense of what they see. When they learn from theory and observation that writing with real purposes in mind alters the relationship between the writer and his writing, they begin to look for ways to make school writing more meaningful. When they learn that students come to the classroom as competent language users within intuitive knowledge of grammar, and that new uses of language are acquired through use rather than through learning rules, they begin to create meaningful ways to talk about new uses of language. When they know that writing and reading are similar and related processes and that how people read affects directly how they write, they begin to encourage students to read as writers and to write as readers.

So far, we've focused primarily on the relationship of new practices to the learning of individuals. However, individuals are also learners within larger classroom contexts. And so the question becomes "How can we remake whole classrooms so that they support what we know about how individual readers and writers learn?" To answer that question, we must return to the school and classroom culture that we began to explore at the beginning of the course, this time looking not for patterns of meaning represented in the structures as they exist but for strategies to revise those structures so that they express the meanings we want to create. Like writers, engaged in a genuine composing process, once teachers have begun to discover new understandings, they must re-envision what's gone before. For teachers, like writers, the composing of the English classroom will be a process, in which they both look ahead to see where they want to go and look back to see where they've been, carrying a flexible plan that will get revised as it gets re-seen with real students.

Today I will introduce the culminating or capstone project for the course: The Language of Home and the Language of School and Integrated Instructional Language Unit. The assignment and evaluation criteria will be distributed in class.

Reading Assigned for November 27-December 1: Read Kutz and Roskelly Unit 3

November 29 1:10-2:00: Developing Integrated Instructional Units

Teachers need to have a plan and they can begin to create one by looking at key relationships within the culture of their classrooms. Once they've decided they want to foster active learning and inquiry, extend cultural and multicultural understanding, develop all aspects of literacy through work in meaningful contexts, teachers need to reexamine existing relationships of students and teachers and curriculum, to ask how they can be revised so that teacher and learner work together within a curriculum to nurture literacy.

One of the simplest, and often most neglected, strategies for creating an environment in the classroom where teacher and student interact is to change the position from which the teacher speaks. In this way, students change their angle of vision during the course of the any class from the front of the room where the chalkboard is, to the side of the room where the

teacher's desk sits, to the back of the room where she walks. This more fluid situation leads them to disperse their attention around the room and leads to their looking at one another as well as at the teacher. And their looking at one another is a key factor in making a class *interact* rather than simply *react*.

Another way to achieve interaction in a classroom is to recognize and nurture the relationship between the school and what students know and do in their lives outside the six or seven hours a day they spend in school rooms. We've looked carefully at this during our public literacy and popular culture segments of the course. Learning means being able to connect the known to the unknown, the personal to the public, and a classroom in which those connections are made explicit is one in which students will see relevance to school activities because they see relevance to the larger activities of living.

There are several elements, interdependent and dynamic, which must be altered from traditional stances in order to support a classroom that is shaped by inquiry as well as knowledge—one that's home to a community of learners.

1. Classroom activities—writing, reading, speaking, listening—need to be re-envisioned, both the substance of those activities within a curriculum and the way they get produced in the classroom. Students and teachers need to engage in real inquiry, real discovery, real negotiation.
2. The relationship of the classroom to the outside world needs to change. Teachers and students bring lots of “outside” knowledge to the classroom, and the classroom needs to be a place where such knowledge is valued, and where it's connected to the learning that goes on within the classroom.
3. Teachers and students need to re-see their relationship in the classroom by redefining authority and control for themselves. Students need to take authority and control for themselves. Students need to take authority for learning in activities designed to ensure responsibility and action in the classroom. Teachers need to re-see their authority by recognizing the way it can be shared as well as dispensed. The curriculum needs to foster shared control over tasks, over interpretations, over evaluation.

We will suggest strategies and activities that can foster such changes, as well as some ideas for the sort of flexible and responsive plan or blueprint that can be used to guide the new work of the classroom. During this unit, we will talk about the ways in which these changes will reshape the roles of learners, the roles of teachers, and the traditional curriculum. Finally, we will imagine a possible world in which an unquiet pedagogy transforms not only the ways in which we teach but what taught, in a new, unquiet curriculum.

Today we will begin to examine in small groups and with the whole class how we might go about planning for integrated “unquiet” language instruction in the English classroom.

Reading Assigned for November 27-December 1: Read Kutz and Roskelly Unit 3

December 1 10-2:00: Research and Small Group Work

Today we will work in small groups to discuss our developing plans for integrated “unquiet” language instruction in the English classroom. Bring any materials you are considering using and your lists of ideas for activities. Be ready to verbalize your ideas and receive feedback from class members that will help you in the development of your unit.

Reading Assigned for December 4-13: Read Ch. 21-28 in Burke *The English Teacher's Companion*
Integrated Instructional Language Unit due December 15.

December 4 10:10-11:00: Research and Small Group Work

Today we will continue to work in small groups to discuss our developing plans for integrated “unquiet” language instruction in the English classroom. Bring any materials you are considering using and your lists of ideas for activities. Be ready to verbalize your ideas and receive feedback from class members that will help you in the development of your unit. We will have a lottery for presentation positions.

Reading Assigned for December 4-13: Read Ch. 21-28 in Burke *The English Teacher's Companion*

Assignment Due December 15: Integrated Instructional Language Unit and Self Reflection

December 6 1:10-2:00: Final Project Teaching Presentations (3)

Each presenter will have ten minutes for microteaching and five minutes each for debriefing. In other words, each presenter will have fifteen minutes to teach and debrief.

Reading Assigned for December 4-13: Read Ch. 21-28 in Burke *The English Teacher's Companion*
Integrated Instructional Language Unit due December 15.

Assignment Due December 15: Integrated Instructional Language Unit and Self Reflection

December 8 1:10-2:00: Final Project Teaching Presentations (3)

Each presenter will have ten minutes for microteaching and five minutes each for debriefing. In other words, each presenter will have fifteen minutes to teach and debrief.

Reading Assigned for December 4-13: Read Ch. 21-28 in Burke *The English Teacher's Companion*

Assignment Due December 15: Integrated Instructional Language Unit and Self Reflection

December 11 1:10-2:00: Final Project Teaching Presentations (3)

Each presenter will have ten minutes for microteaching and five minutes each for debriefing. In other words, each presenter will have fifteen minutes to teach and debrief.

Reading Assigned for December 4-13: Read Ch. 21-28 in Burke *The English Teacher's Companion*

Assignment Due December 15: Integrated Instructional Language Unit and Self Reflection

December 13 1:10-2:00: From Becoming to Being a Teacher

Today we will discuss the issues of professional concern raised in Chapters 21-28 of *The English Teacher's Companion*. We will also talk about “extra-curricular” professional assignments: debate, the Yearbook, the literary magazine, the newspaper. The format for today’s class will be very informal. Bring your questions...

Assignment Due December 15: Integrated Instructional Language Unit and Self-Reflection

December 15 1:10-2:00:

Course Review, Collation of Lesson and Unit
Plans and Overview of the final exam:
An English Teaching Manifesto

Thursday December 21 3:20-5:20

An English Teaching Manifesto: Group
Readaround and Final Debriefing

Happy Holidays!